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ABSTRACT

A program at the University of Akron, Ohio, that focused on teamwork and leadership that is responsive to social change in the urban scene is described, and implications for decision processes are addressed. The university became involved in reviewing, analyzing, and projecting activities and programs relevant to the university's mission through the development of guidelines regarding the goals of the university and its urban mission, and through the activities of an institutional planning and development commission, a committee for the study of the future, and an educational research and development center. In addition to these efforts, a program funded by the W. K. Kellogg Foundation was designed and implemented to help faculty and administrative staff improve their understanding of the university organization and operations and to develop individual and team leadership skills. The basic intent of the program was to enlarge the resource pool of individuals who would participate in the university planning and decision-making process. The program activities included full-day classes, task forces, internships, resource groups, breakfast forums, and a retreat. Perspectives on the involvement of faculty and administrators in university decision-making are presented in the following paper, which is appended: "Faculty and Administrator Development for Better Involvement in University Decision Making--An Actual Case: Introductory Remarks," by Foster S. Buchtel. It is suggested that better decisions result from collective thinking and advice, and that decisions reached through collective contributions have a better chance of successful implementation. (SW)

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THE W.K. KELLOGG FOUNDATION PROGRAM FOR THE DEVELOPMENT OF TEAM LEADERSHIP AT THE UNIVERSITY OF AKRON

Foster S. Buchtel, The University of Akron
D.J. Guzzetta, The University of Akron

THE NEED

Colleges and universities throughout the nation are seeking ways to keep pace with social change while maintaining those traditions and existing programs that insure a solid base of academic quality and credibility. We are realizing that no longer can one man at the helm be expected to provide all of the leadership needs of a complex organization in a demanding society that is itself complex and rapidly becoming more so. Universities must move toward plans, decision processes, implementations and assessments based on the concept of functional or team leadership. The potential is there. Universities are distinctive (although not unique) in that they are a repository of multiple analytical, strategic and creative talent. The use of these multiple "high talents" through project teams, task forces, and other types of temporary systems is necessary if universities are to make the best use of the different capabilities of their human resources in responding to the different and complex demands of social responsibility. [1] [2] The dilemma points up the need: Having enshrined individual competition in the name of personal achievement, the university is largely paralyzed when confronted with collectively transforming a commonly shared sensitivity to social changes into a program of inquiry and action. [3]

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The need is, perhaps, more acute for an urban university. For it is the urban scene that is changing the most rapidly and has the greatest implications for the total nation. And it is the urban university that operates under a greater number of diverse demands and a more focused scrutiny by a variety of constituencies.

As an urban university with a 108-year history of emphasizing its role as both an urban institution and a university, The University of Akron has felt the impact of external social and internal academic demands. Located in a dense population area representing a combined industrial, service and agricultural economy, The University of Akron enrolls more than 22,000 students in associate, baccalaureate, masters, doctoral and professional degree programs, and another 5,000 students in non-credit programs, Thus, the need of rallying our multiple talents to a focus on team work and leadership responsive to social change becomes our special challenge at The University of Akron. The following will describe, briefly, the network created to meet that challenge, the specific component of the network that focused on the development of team leadership in support of planned change, and the implications for decision processes and decision making.

(with D. J. Guzzetta) "The Development of Team Leadership at an Urban University," Proceedings, Academic Administrative Workshops, 9th Annual National Conference, American Institute for Decision Sciences, Oct. 1977, Chicago, Ill.

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THE NETWORK

The network, or collection of activities, established to move The University of Akron beyond its already demonstrated ability to keep pace with the educational leadership demands of our increasing societal awareness consists of five major, or identifiable components. Four of these five components are:

1. Guidelines provided by the cooperative faculty and administrative development of the two statements: The Urban Mission of The University of Akron and Goals and Purposes of The University of Akron. These statements were ratified by the University's Board of Trustees early in 1975.

2. A standing Commission for Institutional Planning and Development, established in February 1976, representative of faculty, administration, students and public, and chaired by the President. The Commission is charged with keeping the University abreast of internal and external educational requirements, recommending programs to translate these requirements into action, and advising in the coordinative efforts of the various "people components" of the University in achieving successful implementation of this action.

3. A Committee for the Study of the Future which includes as one of its charges, serving as a resource to the Commission for Institutional Planning and Development.

4. The Educational Research and Development Center, reporting to the Vice President and Provost, but serving the total University. This Center, working parallel with the Commission for Institutional Planning and Development, devotes considerable attention to instructional improvement through faculty and instructional development and evaluation.

The four network components described thus far provide a means of involving the University community in reviewing, analyzing and projecting activities and programs within agreed upon guidelines relevant to the University's mission. They also provide a means for providing particular attention to the projection and implementation of activities aimed at innovative and improved teaching/learning functions. The critical element basic to this or any network for planned and progressive change is the people within the organization. Thus, the fifth component of the network--The W.K. Kellogg Foundation Program for the Development of Team Leadership at an Urban University--is designed to help the members of the faculty and administration improve their individual, team and organizational understanding. Its basic intent is to enlarge the resource pool of individuals for involvement in the University planning and decision process.

THE DEVELOPMENT OF TEAM LEADERSHIP

A program, designed at The University of Akron, for developing team leadership among faculty and administrators was funded by the W.K. Kellogg Foundation as a "flagship program." If successful, this program could serve as a model for other institutions of higher education, particularly urban universities. The definition of team leadership used for this program included:

1. The development of team building capabilities, or inter- and intra-group understanding.

2. The development of individual leadership capabilities.

3. The recognition, development and exploitation of the "dynamic" that the leadership of any group is constantly shifting and resting with whichever individual has the information necessary for the resolution of the issue before the group.

The ten goals and their related objectives for the program are shown in Table 1.

Selection for involvement in this program was based on invitations mailed to 830 faculty and administrators, describing the program and inviting them to complete applications for participation. From the 148 applications received, a faculty/administrative selection committee recommended 108 to attend the four sequential classes. The classes were organized to represent an equal mix of faculty and administrators, with both horizontal (disciplinary) and vertical (status) representation.

The Team Leadership program, now into its second year, has essentially six interrelated steps (refer to Figure 1): (1) a weekend retreat; (2) eight full-day class sessions, meeting once a week for eight weeks; (3) identification of task forces; (4) serving on task forces; (5) Internships; and (6) evaluation.

The Retreat and the eight class sessions (Steps 1 and 2) were designed to emphasize three major thrusts. (Refer to Figure 2) The earlier period emphasized intra- and intergroup interaction and communication--listening, awareness and understanding. Later, as the participants became familiar with the first thrust, emphasis was shifted to an understanding of the structure and dynamics of university organization and operations. The skills and understandings developed during the first two thrusts were then applied to the third thrust: issues in higher education and specific problems and needs of The University of Akron as an urban institution. The two statements on urban mission and goals and purposes, coupled with selected readings provided the underpinnings for the Retreat and class sessions. The format of the Retreat and class sessions included presentations, discussions, demonstrations, simulations, role-playing and other involvement

TABLE 1
THE W.K. KELLOGG FOUNDATION SPONSORED PROGRAM
FOR THE DEVELOPMENT OF TEAM LEADERSHIP AT
THE UNIVERSITY OF AKRON

GOALS AND OBJECTIVES

GOAL	OBJECTIVE
1) Identify individuals with leadership potential.	1) Increase the number of individuals within the University who are trained and involved in Team Leadership activities and who fall within a wide age grouping.
2) Raise their levels of motivation and dedication.	2) Increase the ratio of new appointments with Team Leadership potential and capabilities.
3) Develop teamwork and morale among these individuals.	3) Provide more visibility and greater rewards for those participating as positive members of the leadership team.
4) Further their individual development as leaders.	4) Develop a system of position descriptions and performance assessments to help in relating individual roles as a member of the team and to help in counseling toward improved participation.
5) Increase their readiness to accept change.	5) Improve participants' knowledge of the theory of leadership and its practice in the university setting and major reform movements and arguments in higher education.
6) Improve the quality of their decisions.	6) Improve participants' understanding of factors that influence individuals and groups, dynamics of organizations and change theory, basic concepts and practices of personal growth and leadership training, and his or her own needs, goals motivations, and prejudices as a leader.
7) Establish a resource pool of leaders at various levels.	7) Improve participants' motivations and feelings toward a genuine desire to understand the needs, feelings, perceptions goals and problems of other people.
8) Improve the leadership capabilities of those already in key leadership positions.	8) Improve participants' capabilities to diagnose what is wrong when groups or organizations are not operating effectively, use procedures and methods that will be most effective in each situation, perform a variety of required leadership functions, evaluate and learn from his or her own experiences, and help others to improve their competencies as members and leaders.
9) Improve the total environment for leadership and change.	9) Develop a series of articles, papers and monographs--conceptual, descriptive and prescriptive--dealing with leadership development at an urban university.
10) Improve the leadership continuity needs of The University of Akron.	10) Establish the leadership development program as a continuing activity.

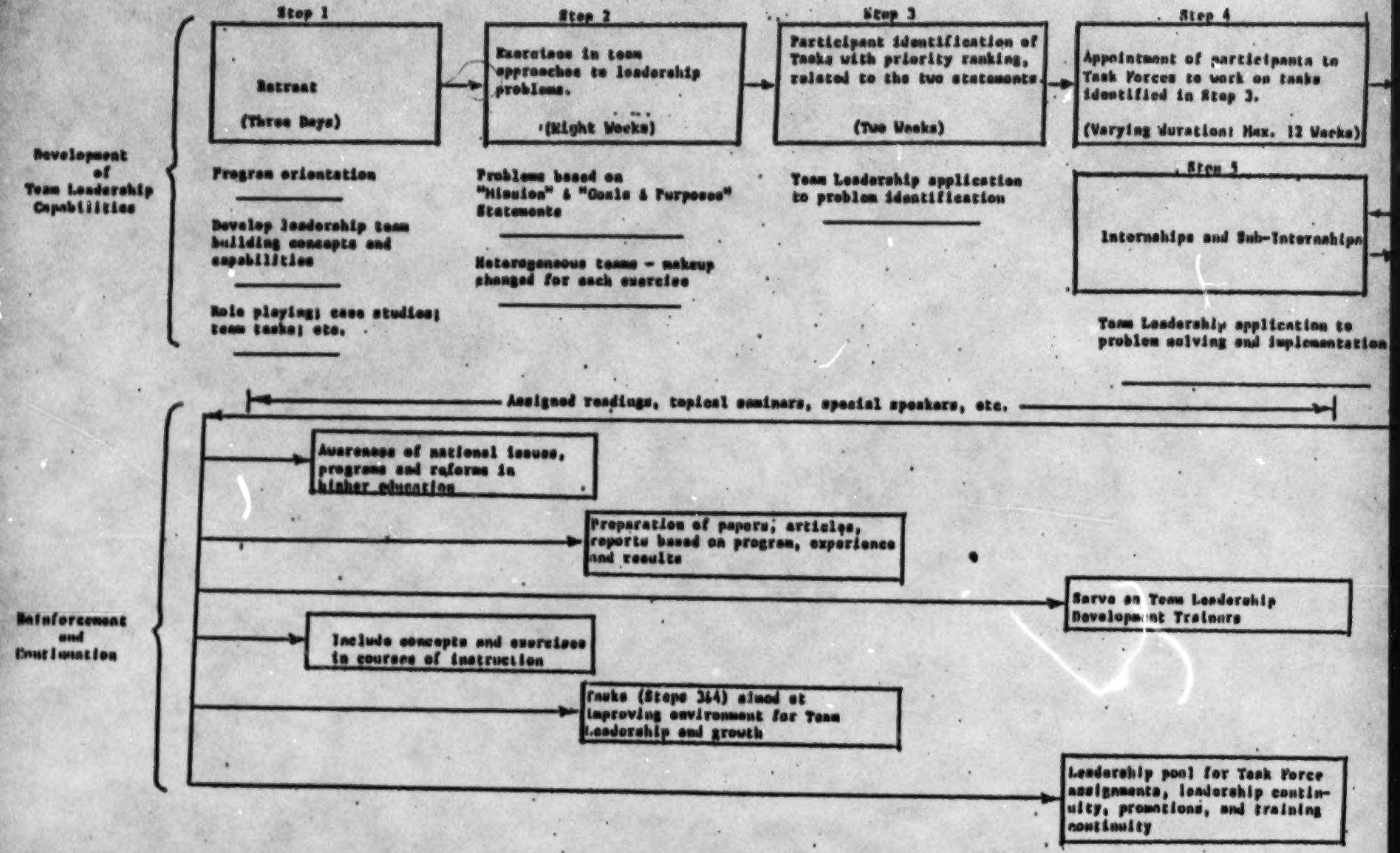
Step 1
Retreat
(Three Days)
Step 2
Exercises in team approaches to leadership problems.
(Eight Weeks)
Step 3
Participant identification of Tasks with priority ranking, related to the two statements.
(Two Weeks)
Step 4
Appointment of participants to Task Forces to work on tasks identified in Step 3.
(Varying Duration: Max. 12 Weeks)
Development of Team Leadership Capabilities
Program orientation
Develop leadership team building concepts and capabilities
Role playing; case studies; team tasks; etc.
Problems based on "Mission" & "Goals & Purposes" Statements
Heterogeneous teams - makeup changed for each exercise
Team Leadership application to problem identification
Step 5
Internships and Sub-Internships
Team Leadership application to problem solving and implementation
Assigned readings, topical seminars, special speakers, etc.
Reinforcement and Continuation
Awareness of national issues, programs and reforms in higher education
Preparation of papers, articles, reports based on program, experience and results
Serve as Team Leadership Development Trainers
Include concepts and exercises in courses of instruction
Tasks (Steps 3&4) aimed at improving environment for Team Leadership and growth
Leadership pool for Task Force assignments, leadership continuity, promotions, and training continuity

Figure 1. Diagram of Team Leadership Development, Reinforcement and Continuation

exercises. Dr. David DeShon of Task Think Workshops, Inc., Kalamazoo, Michigan, provided invaluable assistance in the design of the Retreat and classes.

The objectives of the three-thrust approach were to develop diagnostic skills and leadership and team building skills that could be applied to areas of need identified through the use of the diagnostic skills.

During the class sessions, time was allocated for the participants to identify task force issues that would apply to the University's urban mission. At the completion of each of the four classes, these recommendations were presented to the University president for his approval. Today eighteen presidentially appointed task forces of Kellogg participants are actively involved in following up on their own recommendations. In addition, members of Class 1 are involved with the Task Forces of the Standing Commission for Institutional Planning and Development. Thus, Step 4, is well underway.

Step 5, Internships, provides an opportunity for participants who have completed the Retreat and class sessions to become involved in problem-solving or need-meeting activities that cut across departmental and disciplinary lines and relate to the University's urban mission. Funds were available to support at least eight interns for up to 50 percent time for 12 months. To date, eight internships have been awarded and several more applications are currently under review.

Evaluation of the program--Step 6--is ongoing or formative, as well as summative. Dr. Gordon Lippitt, George Washington University, is providing the outside evaluation. Although it is still early, all signs thus far are very positive. But, perhaps, the most telling evaluation is in the anecdotal responses of the participants and the ways in which the learnings are being transferred into the university environment.

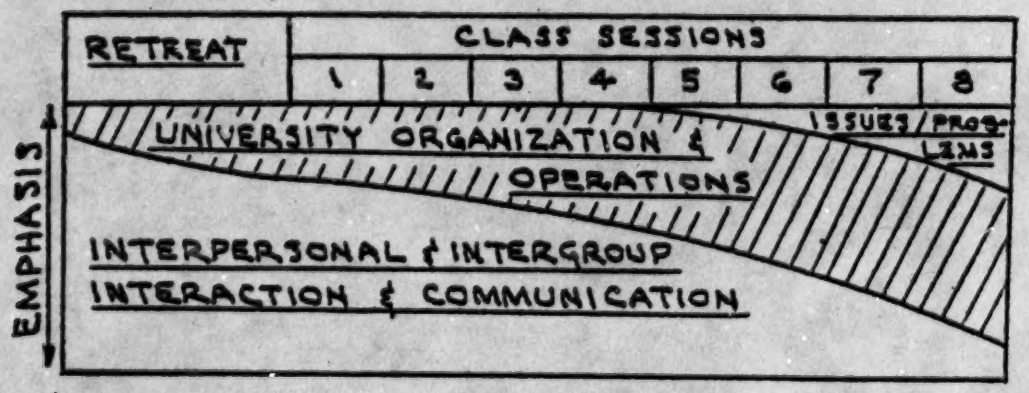

Figure 2. Thematic Thrusts of Retreat and Class Sessions

Participants reported the use of learnings and processes within the University (colleagues, department meetings, college meetings, inter-departmental activities, university committees, and classes); in their daily activities (family life, civic, and church); professional groups; and employer-employee relationships. Some of the processes that were used and specifically cited were:

1. Consensus tactics.
2. Obtaining services.
3. Personal communication.
4. Persuasion.
5. Shared leadership.
6. Listening skills.
7. Evaluation skills.
8. Recognizing differences in perspective and meaning.
9. Furthering the objectives and activities of sub-units within the organization in support of the university's urban mission.
10. Lowered defensiveness.
11. Applying concepts in group meetings.

Certainly, neither individual nor organizational behavior patterns change easily or quickly. And it is too early to make any firm judgments on the results. However, what can be seen and what has been reported thus far is encouraging. The following excerpts from a memorandum written by one of the participants says it well:

"...As a professional educator I necessarily deal with people. The Kellogg Program taught me a great deal about people and about how I can better relate to people. I have learned much better how groups handle problems and work toward consensus or agreement. It is apparent now that there is such a phenomenon as group leadership that can work in tandem with and supplement that more traditional leadership structure of the single authority figure.

"Has all this exposure and involvement in the practice of communication skills actually made a difference in my relations with people? Yes, and I would like to mention a few instances. For one thing I am less fearful of what others think or say about me and this increased self-confidence has allowed me to be much more open with my students and my colleagues. I now ask for evaluation from the students more frequently now that I am less apprehensive about what they might say about my teaching. I am more inclined to ask how they feel, what they are thinking, what they would like to do with a particular course. In general, I find a new spirit of openness that characterizes my relations with students. I am much more sensitive about students' feelings; less quick to judge until I have more information about them. With my colleagues I have acquired an openness that enables me to deal more directly with them and prevents me from playing games or concealing my true feelings. The openness is not always appreciated, and at times it may cause me some discomfort, but I cannot be comfortable with any less degree of candor.

"My experience in group projects has led to the conviction that in coming to a decision, the process of reaching a consensus is far more satisfactory than the win-or-lose method a secret ballot entails. I have not always been successful in convincing my colleagues that a consensus is a much more appropriate process than a ballot, but at least to me a consensus is a perceived value.

"The many sessions in the Program devoted to the study and analysis of the university as an organization has given me a number of new perspectives on the approach to the possible solutions to problems within the university. No one segment of the organization is capable of having all the information or expertise needed to reach a decision. I have become extremely aware of the negative and disruptive consequences of holding on to such dichotomies as us and them, and I am consciously aware of reminding myself not to lapse into that mind set."

This is not an uncommon response from the participants. And that's why we think the program is on the right track as a critical activity for moving an urban university forward. Our feelings of being on the right track have been reinforced by the actions of others on campus. Responding to requests by Deans, Division Heads and Department Heads, briefer and tailored versions of the Team Leadership Program have been conducted for targeted campus groups. To date, over 200 members of the University community have been involved.

We have, to our own satisfaction, confirmed and put into practice the organizational concept that team leadership groups enable people to be many things and to take various roles, to identify with the adaptive and change process and to develop an ability to modify their commitments as needs arise. Further, team leadership allows individuals to move in or out of various kinds of work group relations which may have a short or long range time dimension. And, finally, team leadership enables the university to cope with the complex problems of urban life because teamwork: (1) requires an understanding of and commitment to the university's goals; (2) requires the maximum use of the different resources of individuals within the group; (3) encourages flexibility, sensitivity to the needs of others, and creativity; and (4) manifests successful participative leadership. [1] [3]

Underlying all of the benefits of team leadership is the potential decision system it provides to support the unusual organizational characteristics of a University. We would like to explore with you some aspects of this decision system and its implications. Our intent here is not so much to reveal any great discoveries, but rather to lay the ground work for more discussion and development.

POTENTIAL FOR DECISION MAKING

There is an irony--with the potential for tragedy--that an institution that prides itself on its high talent, intellectual openness, freedom

of interaction and participant involvement in its own governance should also have the least knowledge about its own decision processes or how to optimize them. The irony is also a paradox. It is this very openness and insistence on involvement that overloads the information and demand circuits, resulting in either: (1) an ignoring of the decision information because there is too much to process, or (2) making private, subjective decisions as a means of ignoring the need to reconcile conflicting demands, or (3) both (1) and (2).

One common manifestation of this is the "occurrent decision"--private, first-person, subjective decisions that are based on the immediate occurrence--which give rise to the familiar problems of lack of decision consistency or coherence. [4] We don't pretend to resolve this irony in the Team Leadership Program. However, we do try to provide sufficient understanding of people, groups, university systems and some decision process principles to help the participants recognize the paradox (e.g., an apparent, but not necessarily real, logical inconsistency). Further, through the team training we hope to provide insights into the individual participants' style of decision making, and to encourage the constructive combining of different areas of expertise toward better decision processes. We recognize the need for a creative synthesis of both qualitative and quantitative information for successful decision leadership [e.g., 5, 6], and the importance of considering the decision data and implications from the vantage point of both the organizational unit and the total organization (transcendence). While we speak directly to the values of participation in decision making, its growing importance in university governance and some approaches to achieve optimum participation, [e.g., 7] we also note that there must be an organizational check and balance system for decision making. That is, any decision point in an organization must also be a "sanction point"--subject to a reward or punishment. Generally then, committees can not or should not be decision points. However, they can be and should be part of the decision process, providing consultation, participation and the advantage of variety in expertise and vantage points.

In summary, the Team Leadership Program is not designed to "teach" decision making, per se. Rather, it is designed to provide a strong foundation for participative decision processes, and an appreciation of some dimensions and dynamics of decision making in a complex, primarily matrix organization. Further, through involvement in internships and task forces the participants will be able to test these principles of decision processes and, hopefully, involve their colleagues in these approaches.

A CLOSING REQUEST

We hope that, by sharing our program with you, we will learn of alternate approaches to involving a large community of faculty and administratorsin decision making. If you have any information that you feel would be helpful to us in this regard, or if you wish more detailed information concerning the program, please contact either of the authors at: The University of Akron, Akron, Ohio 44325.

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FACULTY AND ADMINISTRATOR DEVELOPMENT FOR BETTER INVOLVEMENT IN UNIVERSITY DECISION MAKING--AN ACTUAL CASE

INTRODUCTORY REMARKS

Foster S. Buchtel, The University of Akron

We believe it is safe to assume, as the title for this session implies, that faculty and administrators are or should be involved in university decision making. (We will not address the other assumption; i.e., decisions are made at universities.) This assumption loses some of its facetious tone if we think back not too long ago to the strong, "one-man presidencies" of many of our major institutions. In fact, there are some who recognized that, at that time and in that social environment, the universities became great because of the strong, autocratic person in the president's chair. It is understandably difficult to persuade these observers that multiple involvement in decision making is the way to institutional success. We can, of course, point to the relevant fact that the times and social environment are different today, and that leadership, managerial and decision approaches must also be different to be effective. But this begs the question. We still have cases of authoritative rule with decision making centralized essentially in one person, and the college or university is surviving.

The case for broader involvement in decision making rests more with: (1) the recognition that, in the long run, better decisions in today's complex environment result from collective thinking and advice, and (2) decisions arrived at through collective contributions have a better chance of successful implementation. We must also be careful to distinguish between multiple involvement in the decision process and group decision making.

It is instructive to look back just a little over ten years ago, when colleges and universities were in the early stages of acknowledging that decision science was more than an academic subject to be taught to others for use by others. At that time, the quantitative approach had the most appeal for institutions of higher education. It could be measured, related, weighted and defended. It was a delightfully tangible abstraction that could "help make better decisions easier." Rourke and Brooks reported the tenor of the times accurately when they wrote that an area of change particularly significant to the then emerging style of university administration was "...the introduction of new forms of decision making which, if not entirely as rational as their advocates might suggest, are nonetheless considerably less subjective than the purely intuitive style of the past." [1] We found, of course, that the system itself didn't "help make better decisions easier." Instead it provided more information

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that often made our decisions more difficult; could not successfully deal with the human element; and, where it went beyond linear extrapolations, it also went beyond the capability of most of us.

Today we have come to appreciate the need for a blend of the quantitative and the qualitative in university decision making. The newest movement now is personnel development programs to help prepare participants for involvement in the decision process or to improve their current participation. Just as the decision process cuts across a broad range of organizational functions, the training or development programs also cut across a range of functions, showing the interrelatedness of these functions with the decision process. We are recognizing that, although the decision process can be isolated for study and dissection, in practice it is more like an organizational stream of unconsciousness, flowing over many banks, taking many unexpected turns, and merging with many other organizational streams. Its navigation can best be understood by first rising above it and mapping it from the transcending view. Fortunately, more literature is appearing that will help those of us gain this transcending view and still be able to return to the stream and navigate. [e.g., 2, 3, 4] Fortunately, also, after considerable talking and writing about what ought to be done for the development of faculty and administrators in participative leadership and decision making, some actual programs are beginning to emerge. Two of these programs are described in the following papers.

The first program described has its initial focus on the campus of a complex urban university--The University of Akron. This program, sponsored by the W.K. Kellogg Foundation, has the dual purpose of (1) helping to accelerate faculty and staff involvement for planned change at The University of Akron, and (2) developing and testing a model for use by other campuses. The first paper describes the program, the background for its development, its level of acceptance and its implications for the decision process. The second paper reviews The University of Akron's program with the self-acknowledged wisdom of hindsight, providing a valuable and constructive critique supported with appropriate theoretical constructs.

The third paper moves off the single campus by describing a national project being conducted by the Higher Education Management Institute and sponsored by the Exxon Education Foundation. Here, a model is being developed that will help institutions recognize and deal with critical ingredients of training programs they may wish to develop.

Both programs recognize (1) the cross-disciplinary and cross-functional nature of the planning and decision process; (2) the key role of work groups or teams in this process; and (3) the need for widespread participant awareness, openness, involvement and acceptance to allow the university to respond to social change and to progress.

We hope that what we describe here will generate an open discussion and sharing of ideas. That way, we will all gain. We hope also that, should any of you wish to (1) continue the dialogue beyond the Conference; (2) obtain additional information concerning the program; or (3) share your programs with us, you will feel free to contact us. To assist you in any follow up, the following lists the authors and their addresses:

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